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ABSTRACT

The Educators-in-Industry project described in this document is sponsored by the General Electric Foundation to offer experience in the business and industrial world to educators. In Hawaii, where General Electric has no factory facilities, other businesses provide job shadowing sites for administrators, counselors, and K-12 teachers. Over 100 educators have participated in summer workshops that have been offered for the past four years. Participants take part in a three-day on-site visit and then return to the workshop classroom to share their experiences. Educators develop individualized career education plans for their learners and infuse career education into their curriculum. Following the two-page description of the project are examples of career education infusion projects currently in progress in K-12 classes in Hawaii schools as a result of the program. Examples are provided of the infusion of career education into: (1) the kindergarten and elementary levels in the areas of oral communication and writing skills, social studies, creating and cooperating, responsibility, career awareness/self-concept, ecology, and the visitor industry; (2) special education; (3) counseling; and (4) vocational education in the areas of business education, vocational agriculture, and home economics. (YLB)

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DEVELOPING CAREER EDUCATION INFUSION PROGRAMS AFTER JOB-SHADOWING

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The Educators-In-Industry project, sponsored by the General Electric Foundation, offers experience in the business and industrial world to educators. The Educator-in-Industry project encourages administrators, counselors, and teachers, K-12, to make a commitment to career education. General Electric Foundation sponsors Industry visits to G.E. factory facilities on the mainland however a different approach was needed in Hawaii since there is only a G. E. distribution center in the state. Hawaii's program must rely on other businesses to provide job shadowing sites. Local business persons welcomed the opportunity to work with the educators in Hawaii because they recognize the importance to business and society of better quality education. The University of Hawaii College of Education coordinated the partnership between business and education.

The project began in 1983 with the formation of an advisory council of business persons, educators, and parents. The council mapped out objectives and a plan of action for the project. Objectives for the project include:

1. to enable teachers, counselors, and administrators to secure pertinent information related to the business-industrial world;
2. to provide an opportunity for educators to observe daily business operation;
3. to develop positive business/education relationships;
4. to enhance educators abilities to develop relevant and exciting career education activities; and

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5. as a result of the activities, to help learners make a more successful transition to business.

With the assistance of representatives of General Electric Company, the University of Hawaii, Hawaii Department of Education, and cooperating businesses, summer workshops have been offered for the past four years. Over 100 educators have participated in the program. After an orientation and introduction to a business partner, each participant takes part in a three day on-site visit. The educators spend time with employees at their host business, observing the daily operations and activities of the business. For example, at the Sheraton they see every level from the front desk to the banquet kitchens to the laundry room. This visit gives the educators a small dose of on-the-job reality which they need since they are often very detached from the jobs many of their learners will hold.

Following the on-site visits, the educators return to the workshop classroom to share their experiences. After the job shadowing experience educators are better equipped to infuse relevant career education into their curriculum. Infusion provides for small segments of career education to be used in any subject area at any grade level. They begin to develop individualized career education plans for their learners. Each educator must plan for the individual needs of their community considering the availability of jobs and interests of the learners.

In the fall, the educators gather again to share the results of their career education activities. The advisory council and business persons join the educators for this follow-up meeting. The educators are also encouraged to invite the business persons to visit the schools.

The following are examples of career education infusion projects currently in progress in K-12 classes in the schools in Hawaii as a result of the Educators-in-Industry program.

Infusion of career education should begin at the kindergarten level with concepts such as types of work in the community and responsibility. After visiting the Bank of Hawaii, Susan Kajiwara, a kindergarten teacher at Kipapa Elementary School, identified oral communication and writing skills as the two areas of greatest concern to bank personnel. Susan adapted her social studies unit on "Me and My Family" to include not only career education activities, but also language experience, writing, and math. Each learner developed an "I am Special" book. They drew picture of themselves, their family, the school, and their parents occupation. Each learner wrote or dictated sentences about the pictures and shared this information with classmates during discussion time. The learners also created a graph to illustrate parents' satisfaction with their occupation. The graph developed math skills and provided the opportunity for problem solving about job satisfaction. As the learners worked through the unit, many children discovered for the first time what their parents do at work.

Patricia Yoshida infuses career education in her social studies unit at Haleiwa elementary school. Her students focus on business concepts like supply and demand, scarcity, opportunity, cost, inflation, and cost-benefit analysis. The students see real world application of these concepts by setting up businesses in a city within their class. They have their own currency which allows them to experience purchasing power, profits, and losses. This simulation helps students regardless of what their career choice of the future is.

Stella Okaumra of Lihikai elementary school concentrates on the concepts of creativity and cooperation. Her learners work in teams, to promote cooperation, with the development of a poster which demonstrates their knowledge of a specific career. The completed career poster is judged for

quality and creativity and displayed in the class. Class discussions are conducted about each career and the importance of working together on projects.

Responsibility at home and on the job is the focus of Charlotte Wilkinson's students at Kihei elementary school. Her students define responsibility and discuss the positive and negative aspects of being responsible at home, in school, and in the community. They develop a list of their own responsibilities and share them with the rest of the class. The class then ranks responsibilities by importance and benefits. The students read case studies and discuss who was responsible and to whom responsibility was owed in each specific case. The activity concludes with interviews of adults to find out what their responsibilities are on the job.

The students in Carole Lee's class at Hale Kula elementary school worked on career awareness/self-concept activities. The students learn how to feel good about themselves, how everyone is important, and how goal setting can lead to accomplishment. Their efforts lead to the development of a series of student pictures of themselves and their families. These pictures are used to compile a Self/Family coloring book.

An example of a school-wide career education program that grew from a small commitment is the Nanakuli Elementary Career Education Project. Nanakuli is a small community located on the leeward shore of Oahu. This community is populated by a large number of Hawaiians that have great respect for the heritage of the land. Nanakuli is located in one of the most beautiful areas on the island. Although the community itself is relatively untouched by the hustle and bustle of visitors to the islands, many residents of Nanakuli earn their living directly or indirectly from the visitor industry. Resort developments for the leeward area are on the drawing board.

Bruce Naguwa and Lorraine Tamashiro, coordinators of the Nanakuli Project, visited the Hawaiian Electric Company during the Educators-in-Industry program. Bruce found that the visit provided insight into the world of industry and his role in preparing learners for career choices. Lorraine realized she was out of touch with the business world. The visit helped her examine the importance of career education in relation to study of Hawaii's economy. Bruce and Lorraine were instrumental in developing the career education project for grades four, five, and six. This comprehensive project provides learners with an understanding of marketable skills, career planning, the impact of various industries on the ecology, economy, and environment, and the importance of education.

Fourth grade activities examine the environment, ecology, industries that use the environment, Hawaiian history, and the importance of conservation and planning to support a viable economy and careers in Hawaii.
Projects that the learners experience include a vegetable garden to learn about land utilization, aquaculture to explore environments, banking as a part of the economy, and a general study of the history and economy of the Makaha area.

Fifth grade projects concentrate on the visitor industry. Learners explore the careers available in the visitor industry and experience being a tourist with an overnight visit to a local resort. As a result of the visit, learners develop an understanding of the planning process for development of a resort, as well as the ecological and economic impact to the local setting. Other projects emphasize the skills necessary for obtaining a job.

Sixth grade learners set up a business, examine other industries including ocean studies, and gain a better understanding of future career options. Then the learners select an environmental project and carry out a

problem-solving process to describe the jobs and skills needed to complete the project. As learners complete the program, they gain a better understanding of themselves as citizens in our society and how their education is a means of achieving career goals.

Career education is essential for the special motivation or special education learner. In Hawaii, youth are required to attend school until the age of eighteen. Sometimes, the result of the school attendance law is learners who would rather be surfing than studying. Some students are placed in special motivation programs after other measures to correct school non-attendance and negative attitudes have failed. These youth need a better understanding of the realities of the world of work. An exciting, relevant career education program is one answer.

Special education learners also need career education and guidance to see their role in society. Cooperative job placement in the school and the community help these learners down the road to success.

Joan Bennett of Aiea High School, Lorna Hiers of Waialua High School, Suzanne Hong of Castle High School, and Loretta Kahalewai of Waianae High School identified positive attitude and good communication skills as the two most important skills an employee can exhibit. The team of special education/special motivation teachers interviewed twenty-five managerial persons at the Sheraton Waikiki to identify these traits. Although the four teachers were discouraged when they compared the expectations of employers with the abilities of their learners, the experience helped clarify what curriculum they must require of their learners. All four teachers have used the information from the interviews and observations to strengthen their career education programs.

Suzanne is placing students in actual work settings to acquaint learners

with the same general working conditions and atmosphere they will encounter in industry and business. Her students are working in school janitorial positions and fast food establishments. Lorna is working to improve the attitude, appearance, and communication skills of her special motivation learners. They have visited police and fire department offices to explore the qualifications necessary for such careers. Loretta's learners are also working to understand their role as citizens and workers in the community. Joan is helping learning disabled students develop career awareness with project ASPIRE. Early next year, the learners will participate in career shadowing.

Although counselors do not work day to day with the same learners, they play an important role in career and life choices of many students. Counselors are a fundamental part of any career education program.

Cris Lariosa, Counselor at Farrington and McKinley High Schools, visited Alexander and Baldwin during the summer Educator-in-Industry workshop. Executives at the company told Cris that it is important for persons entering the world of work to be flexible and develop skills in more than one specific occupation. Cris communicates this information to learners who will soon be leaving high school and facing a tight Hawaii labor market. Cris helps learners find jobs while they are in school and works to help them develop a variety of skills.

Career education is an integral part of any vocational course. Participation by vocational teachers in the Hawaii Educators-in-Industry program has resulted in many career education infusion projects.

Dale Gushiken, business education teacher at Baldwin High School, infuses career education into her typing and accounting classes. The major objective of her project is helping students learn about the importance of

good occupational characteristics and values. Her students incorporate positive work attitudes, neat appearance, regular attendance, promptness, and communication skills into regular classroom skill development. Students also design posters which illustrate desired occupational characteristics and share the message with the rest of the class.

Lance Morikawa, also of Baldwin High School, organizes his vocational agriculture classes into enterprise skill development projects. These activities are designed to help students learn about skills needed on the job and the business oriented environment. Students focus on communication, attitude, responsibility, and cooperation in a business setting. The students put these skills into action in a "real world" business activity such as landscaping a new house.

The students in Michael Barros vocational agriculture classes at Wailua High School learn about personal characteristics desired by employers. Students identify personal qualities needed on the job through class discussions. Once these qualities are identified, they are compiled into an evaluation form. Then the students are rated daily and weekly on their class performance using the form. This infusion activity reinforces positive "on the job" characteristics such as dedication, consistency, responsibility, and self-confidence.

Joanne Kong, home economics instructor at Maui high school, encourages her students to learn what they should do to promote good human relations on the job. Her goal is to help students become better employees. Students start with class discussions which focus on understanding who they are, what they value, what their needs are, and how they feel about themselves. They also work to understand the difference in people. Through these discussions, student begin to understand human relations on the job.

Sidney Nozaki and Calvin Misaki, industrial arts teachers at Ka'u High School, have a cooperative career infusion program. Their goal is to increase student awareness of careers. They use career oriented field trips and guest speakers to accomplish this goal. Students write a reaction report on each trip and speaker listing qualities that employers look for when hiring workers, work environment and conditions, appropriate work behavior, and attitudes.

Lauren Niibu, home economics teacher at Konaweania High School, helps her learners explore their self-worth. The major objective for her students is developing a positive attitude about themselves, understanding their role in the world around them, and understanding the importance of seeing themselves as an unique, worthwhile individual. Lauren incorporates worksheets, brainstorming, crossword puzzles, and role playing into her infusion project. The "positive self concept" worksheets enable students to handle problems successfully. Brainstorming sessions identify personality traits that are desirable when entering the work force. Students circle those clues that can be identified with themselves in "personality traits" crossword puzzles. "Negative behavior" worksheets allow students to identify proper and improper work behavior. Role playing helps students practice correct job interview procedures.

Candace Chun, home economics teacher at Mililani High School, helps her students become aware of jobs in the food service industry. Her students start by brainstorming a list of jobs relating to the food service industry. Students then start a notebook of jobs which interest them. They collect newspaper clippings of advertisements for food service related jobs. They also collect data such as job and education requirements, pay rate, and working conditions for their top 10 career choices. The project concludes

when students write an essay on food related careers that they may want to pursue.

Jan Iwanaga, business education teacher at Leilehua High School, designed her career education project on the use of basic skills with computers. Her students learn skills needed in the visitor industry, banking, and small business. They learn about word processing, spread sheets, and filing programs. Students use these programs to strengthen their basic skills in communication, writing, punctuation, and grammar.

The business education students in Charles Ragaza's class at Pahoa High School learn about careers throughout the school year. During the first quarter, students develop a basic understanding of careers through guest speakers. The student write essays on long and short term career goals, work preferences, work expectations and limitations, and final career objectives. During the second quarter, students research occupations by visiting the library, counselors, school career planning officials, and other teachers. The data is discussed and studied until each student has chosen one or two careers of special interest to them. During the third quarter, students start looking for specific job openings in their chosen career. They learn how to search for jobs at employment offices, government offices, union offices and with classified advertisements. Students also write resumes, fill out job applications, and interview for a "real job".

Joyce Yamada, home economics teacher at Molokai High School, has a basic approach to career education. Her students begin by discussing why people work and what working will provide for them. They also study vocabulary exercises with occupational related words such as vocation, work, contract, and white-collar job. Students discuss the social security system and complete an application for a social security card. After this basic

beginning, students learn about specific jobs, how to find a job, how to fill out job applications, and how to interview for a job.

Susan Antoku, business education teacher at Lahainaluna High School, involves her students in "real world" simulations. Students go to personnel departments at local business, fill out a job application, and experience "simulated" job interview. After the interview is finished, the personnel director meets with the students to discuss their performance during the interview. Students learn which one of them would have been hired, why they were chosen, what they did correctly and incorrectly during the interview, and how they can improve for their next interview.

All of these infusion activities are helping youth become better prepared for their future in the world of work.

All the participants are using ideas and resources gained from their experience in business and industry to strengthen their career education programs. Career awareness, career exploration, career experiences, and decision making activities strengthen and enrich the programs of all these educators.

The Educators-in-Industry program provides a valuable opportunity for educators and business persons to work together for a better future for Hawaii's children.